



WINSTON COUNTY SCHOOLS

Multilingual Language Plan

The information contained in the pages of this documents are the procedures set for by the Winston County School System to address the needs of Multilingual Learners (ML) enrolled in the District.

Section II Checklist

EACH LOCAL DISTRICT THAT DOESN'T RECEIVE TITLE III MUST USE THIS PLAN TEMPLATE

A. Required Theory and Goals

The LEA's educational **theory and goals** for its program of services – **improve the education of Multilingual learners by assisting children to learn English and meet the challenging state academic standards. (Sec. 3102)**

The purpose of the Multilingual Language Program (MLP) is to provide specialized English instruction to students whose primary language is different than the English target language. The specialized instruction is designed to help Multilingual Learners (MLs) become English proficient in the four domains of language acquisition Listening, speaking, reading, and writing. The program will emphasize Basic Interpersonal Communication Skills (BICS) and Cognitive Academic Language Proficiency Skills (CALPS) so that Multilingual learners are able to participate effectively in the regular academic programs.

The primary goal of Winston County Schools' Multilingual Language Program (MLP) is to provide equaleducational opportunities to students who have a primary or home language other than English andwho are identified as Multilingual learners (MLs). Additionally, Winston County Schools promotes English proficiency skills by providing students with an English rich educational environment.

Winston County Schools strive to create a learning environment that encourages students to have pride in their cultural heritage. The school system also provides the cognitive and affective support necessary to help them become contributing members of our society. The K – 12 ML Program will provide each non or limited English speaking child the opportunity to be successful in the academic areas and to develop listening, speaking, reading and writing proficiency so that they can be successfully mainstreamed into all classes.

Other goals of the ML Program of Winston County Schools are:

1. To increase the English language proficiency to the degree necessary to allow successful independent functioning in the regular school program.
2. To enable identified students to participate effectively in the academic courses offered by the school.
3. To promote identified students' self-esteem, cultural awareness, and other socially related skills so that they can successfully integrate into the school system.
4. To provide identified students the opportunity to reach their full potential.

The primary objectives of the ML Program of Winston County Schools are:

1. To identify all students who have a primary or home language other than English.
2. To assess all students who have a primary or home language other than English.
3. To provide instruction to all students who do not understand, speak, read, or write English.
4. To develop skills of listening, speaking, reading, and writing through an ML intervention program.
5. To assess and monitor the academic progress of language minority students in the school system with an ongoing evaluation process.

6. To provide an opportunity for multilingual students to function comparably with their English-speaking classmates after the appropriate level of assistance.
7. To create a learning environment that will provide for cognitive and affective needs.
8. To exit students from the program when their language abilities are educationally appropriate for the mainstream classroom.
9. To readmit students who demonstrate a continued need for ML support.
10. To support curriculum and instruction of the regular classroom as appropriate to the developmental stage of the student.
11. To provide staff development in appropriate instructional and assessment strategies for principals, guidance counselors, teachers and other school personnel as needed on the language, cultural and educational needs of multilingual students.
12. To communicate instructional goals and expectations to parents and encourage them to support their children's progress.

B. IDENTIFICATION AND PLACEMENT PROCEDURES

1) Include the LEA's procedures for identifying members for the ML Advisory Committee.

Winston County Schools will form an ML Committee consisting of a school administrator, a content area teacher, an ML teacher, a school counselor, parents, and others as designated by the principal. The ML Committee shall convene within ten (10) school days after identification to review the ML student referrals and placement and any other pertinent information available on each ML.

Based upon this information, the Committee shall:

1. Make recommendations concerning the placement of each student in the ML program or recommend regular classroom placement without accommodations if the composite score from the ACCESS for MLs is 4.8 or higher or the W-APT/WIDA Online Screener score is 4.0.
2. Suggest the best class schedule for the ML student.
3. Outline accommodations/modifications for use in regular content area classes.
4. Determine the best grading procedure for the ML.
5. Determine, according to ALSDE guidelines, the accommodations necessary for the ML to participate in the statewide assessment program. ALL students will participate in the State Assessment Program according to state and federal guidelines.
6. Provide written notice to the parents of the ML Committee's recommendation for the child to participate in the ML Program.
7. Recommend and monitor the participation of eligible MLs in any other applicable program, i.e., Title I, at-risk, homeless, migrant, etc.
8. Determine that MLs are eligible to participate in all academic and special programs on the same basis as the native English-speaking students.
9. Review the Multilingual Language Learners' progress in language acquisition and academic achievement on at least a semester basis.
10. Reclassify and recommend exiting the ML program when MLs become proficient in English and have met the exit criteria.
11. Monitor the academic progress of students who exit the ML program for a minimum of two (2) years and reclassify students who are not academically successful. At this time the student may be readmitted into the ML program or into other appropriate program(s).
12. Make recommendations to school decision makers on professional development for staff and parents regarding ML success.

13. Work with parents to ensure maximum benefit from the school program.

All members of the ML Committee shall observe all rules and laws governing the confidentiality of information concerning individual students.

2) Include the LEA's **methods for identifying, placing, and assessing** the students to be included in the English language instruction educational program. The following components must be explained in the plan.

- Home Language Survey
- WIDA Online Screener
- WIDA-ACCESS Placement Test (W-APT) for Kindergarten
- WIDA Measure of Developing English Language (MODEL) for Kindergarten
- ACCESS for MLs 2.0®

1. Students are given a Home Language Survey for their parents or guardians to complete at the time of enrollment.

- MLs must be identified at the time of enrollment. Potential ML students must be administered a Home Language Survey (HLS) within 30 days of enrollment from the day school began. Potential ML students who enroll after the first day of school, must be administered the HLS within 10 days of enrollment.
- The HLS is a requirement for every potential ML entering schools in Alabama. It is helpful to conduct an interview with the student(s) and parent(s) during the enrollment process. The assistance of a Translator may be required. Valuable information can be obtained during the interview.
- When all responses on the HLS indicate that English is the only language used by the student and the individuals in the home, then the student is considered an English-only speaker. The student will be placed in the general student population.
- When any response on the HLS indicates the use of a language other than English is used by the student or any individuals in the home, then further assessment must be conducted to determine the student's English language proficiency level. However, the presence of a language other than English does not automatically signify that the student is not a competent and proficient speaker of English.

2. After it is determined that the student's home language is something other than English, they are referred to the ML teacher for testing. Testing and placement will be completed within 10 day of enrollment. This includes virtual students and foreign exchange students.

3. A qualified ML teacher will administer the WIDA Kindergarten MODEL Screener and/or the WIDA screener online grades (1-12).

4. Results from the WIDA Screeners will be used to determine eligibility and proper placement in the ML Program. The ML Committee will review the student's information and approve placement into the ML program.

5. Parents are notified regarding the committee decision, and if their child is eligible for ML services they are placed. Once the student is placed an Individual Multilingual Language Plan (I-MLP) is developed to **See Parent Notification Information*.

6. Student will participate on ACCESS for ML's or Alternate ACCESS for ML's until such time the student demonstrates English proficiency (4.8 composite) and exits or meets the Alternate Exit Criteria.

7. The student will no longer participate in the ML pull-out program but will be monitored for four years.

8. After a student satisfies the exit requirements and has completed four years of monitoring, the ML teacher will recommend that they be dismissed from the ML Program. The ML committee will review the student's information and approve the dismissal.
9. Parents are notified that the student is eligible for dismissal from the program.
10. All assessments, surveys and necessary forms are placed in the student's permanent records

3) Include the **method and procedures for exiting students from the English Language Instruction Educational program (LIEP) and for monitoring their progress** for a period of at least four years (*new in ESSA*), and at a minimum, follow SDE exiting requirements for MLs. All school personnel should be aware of the State established exit criteria of a composite score of 4.8 on the ACCESS for MLs 2.0® English language proficiency test.

No student shall be exited from ML services due to being in the program a set amount of time. There is no time limit for participation in the ML program. Students are considered eligible to exit the ML Program based on the following criteria. School personnel should be aware of the state exiting criteria through annual professional development to have a higher understanding of expectations and exiting criteria of a composite score of 4.8 on the access for MLs 2.0.

Alabama has determined that ML students who achieve a 4.8 composite score on ACCESS for ML's are considered to be English language proficient. These students will exit the program and will no longer receive English language support services. At such time, an ML student has exited, the student will be classified as an FEL-1 and will be monitored for four years. Students who have exited, may continue to receive the same ML accommodations on state assessments, as they did while they were classified as an ML1 or ML2. They may continue to receive these ML accommodations if they are being provided on a regular basis in the general ed classroom and are determined to be necessary for the student to be able to demonstrate their knowledge and understanding of the content being measured. At the end of the four-year monitoring period, the students who have exited will no longer receive ML accommodations.

Alternate Exit Criteria for Alternate ACCESS for ML students who participate on Alternate ACCESS for ML's will not attain a numerical score as with the ACCESS for ML's assessment. Instead, Alternate English Language Proficiency (MLP) levels are used to determine the student's level of English language proficiency. It is unlikely, based on the students' severe cognitive disabilities, that an ML student participating on Alternate ACCESS for ML's will ever demonstrate a solid command of the English language to the extent that the student would be considered English language proficient. The Alternate ACCESS for ML's was not designed for that purpose and does not allow for a student to score high enough to demonstrate proficiency. IEP and I-MLP committees should meet to discuss the students' scores on the assessment, progress or lack of progress, and current level of understanding and responding to the English language and decide regarding whether or not the student should exit from English language services.

Exited students are monitored by the ML Committee for a period of four years to determine if they are academically successful. The student will be monitored at grading periods coinciding with issuance of report cards during the first year. The second year the student will be monitored at the end of each semester. Documentation of monitoring shall be maintained by local school personnel as designated by the ML Committee and presented as requested by LEA or state officials.

The criteria used to determine success can be:

1. Subject area grades (stable at C or better)

2. Review of formal and informal student assessment results (stable or improving)
3. Review of student work samples
4. Attendance
5. Teacher comments
6. Parent comments
7. Student comments
8. PST recommendations

If these reports indicate that the student is having trouble in the regular program, the ML staff will administer the WIDA Model (*Measure of Developing English Language*) Assessment, interview the student, and then meet with the ML Committee. If the screening results in scores below 5.0, the team may consider returning the student to ML 2 status and begin providing English language supports. The student will then take ACCESS for MLs or Alternate ACCESS for MLs at such time the test is administered. If the team, which includes parents/guardians, determines that rescreening is needed, documentation must be made in the I-MLP. If the parent/guardian refuses for the student to be rescreened, this should be documented, and a statement of the parent/guardian's refusal included in the I-MLP. If this is the case, the LEA will continue to provide the necessary English language supports for the remainder of the four-year monitoring period. The Committee will use all the information available in deciding as to the reason(s) for lack of success. The Committee may recommend that the student be re-classified as LEP and receive accommodations and/or return to the ML classroom if it feels that the lack of progress is due to limited English proficiency. If the lack of progress is not due to limited English proficiency, the Committee will make recommendations to meet the needs of the student. These recommendations may include tutoring, counseling, and/or a referral to the school's Problem-Solving Team for behavioral or academic intervention. Additional assessments to determine English language proficiency during monitoring may include the following:

English Language Proficiency

- Oral language
- Oral language sample
- Story retelling using grade level text
- Criterion-referenced or norm-referenced standardized oral language tests in conjunction with oral language sample and/or story retelling

Reading proficiency

- Cloze tests using grade level texts
- Criterion-referenced or norm-referenced standardized reading test

Writing proficiency

- Functional dictation using grade level material
- Writing sample/free composition
- Criterion-referenced or norm-referenced standardized writing test in conjunction with writing sample

Subject Content Achievement in English and/or Native Language

- Criterion-referenced or norm-referenced standardized achievement tests
- Writing samples from grade level texts

Other

- Grades
- Teacher observations
- Teacher and/or parent recommendation

C. PROGRAMS AND INSTRUCTION

1) Describe the programs and activities that will be **developed, implemented, and administered to ensure** that MLs acquire academic language as part of the core LIEP.

- Process the system uses to conduct a comprehensive needs assessment
- Rationale for selecting the particular ML program/s and how they are evidence-based

An English Language Program is provided to all MLs in grades K-12 in each local school. These services are provided through various models determined by local school needs and the availability of resources.

Winston County Schools' English language instruction educational program will use scientifically research based instructional strategies that demonstrate effectiveness in increasing English proficiency and student academic achievement in core academic subjects. Teachers will include activities that focus on listening, speaking, reading, and writing to facilitate second language acquisition. Methods of instruction include but are not limited to:

- Content-based instruction
- Reading instruction methods supported by the Alabama Reading Initiative
- ML Pull-Out

ML and mainstream teachers will work together to provide the most appropriate instruction using best practices to meet the individual language and academic needs of students. The ML curriculum is based on WIDA – English Language Development Standards for Multilingual Learners in Kindergarten through grade Twelve.

ML instruction enhances the student's acquisition and mastery of English as rapidly as possible. The amount of time of service is dependent upon the individual needs of the student, i.e., language proficiency and academic success.

Content area teachers differentiate instruction to meet individual ML needs. Training will be provided to classroom teachers in strategies for appropriate accommodations. Some of these accommodations include oral rather than written assignments, oral testing, extra time to complete assignments, shortened assignments, alternative assignments, and tutoring. The ML department will sponsor professional development activities to equip teachers with strategies for instructing and accommodating MLs.

ML instruction at all levels is a combination of pull-out, content-based, and inclusion. ML instruction does not take the place of physical education, art, music, and other such courses. MLs should be considered for the gifted program and other special programs offered by the school system if academic performance indicates a possible need.

The focus for elementary schools and middle schools for Entering and Emerging (Level I and II) students will be immersed into the English language (comprehension, speaking, and reading). The focus for elementary and middle schools for High Emerging, Developing and Expanding (Level II, III and IV) students will be reading comprehension and writing. These programs will also focus on the

teaching of skills necessary for participation in the State Assessment Program. For Entering, Emerging, Developing, and Bridging (Level I, II, III and IV) students in high school, the focus will be speaking, writing, and reading comprehension in the English language.

New secondary MLs may be placed in less language dominant classes but not necessarily less challenging classes. Spanish speaking students may be placed in Spanish classes to maintain or promote a high level of literacy in their first language and to provide additional support for the transition to second language acquisition. MLs are to be made aware of career-technical courses and extracurricular activities that are available.

If parents refuse services, a Waiver Form should be signed by the parents and placed in the student's cumulative record folder by the ML instructor. The school district is still required to make accommodations in instruction and monitor the student's academic performance. Although the parent has denied ML services for the student, the student must continue to participate in the annual English Language Proficiency testing (ACCESS for MLs) until attaining proficiency.

School information is provided to parents in a language that they can understand through interpreters and/or forms and letters in the home language.

Every educator who will administer the WIDA Screener Online, W-APT, WIDA MODEL, ACCESS for MLs, or Alternate ACCESS for MLs must meet the following criteria:

1. Must complete all applicable online training modules and quizzes annually at: wida.wisc.edu.
2. Must achieve a passing score of 80% or above on all quizzes.
3. Must attend Test Security/Test Administration training provided by the System Test Coordinator annually.

MLs are assessed annually by the ML staff, using the MODEL and ACCESS for MLs, to determine progress in English language acquisition. All MLs will participate in the State Assessment Program. No student shall be excluded from participation in the state's required assessments unless it is the student's first year in a US school. Students in the first year in a US school can defer certain portions of the state assessments. These scores are collected and reviewed by the ML Committee and the ML Program Supervisor.

Title III law requires effective instruction that leads to the timely acquisition of proficiency in English and provides teaching and learning opportunities so that each student can become proficient in the state's academic content and student academic achievement standards within the specified time frame that is expected for all students. The English language instruction educational program for MLs may emphasize English temporarily over content subjects. The special instruction in English language development may be discontinued as the student gains proficiency. The school, however, is obligated to provide any assistance needed to remedy academic deficits that may have occurred in other subjects while the student was focusing on learning English. If the student exits the English language instruction educational program, efforts to eliminate the deficiencies may continue through the regular program and any supplemental programs and/or services that are available to other students who are eligible for such services.

2) Describe how language instruction educational programs will **ensure** that MLs develop English proficiency:

- How data is used to improve the rate of language acquisition for MLs

Data from the ACCESS and the WIDA K Model will be used for student goal setting. Continuous improvement will be based on progress reports, iReady Scores, report cards, teacher collaboration and WIDA Model informal assessment results.

- How the LEA supports each school with respect to continuous improvement practices and specific professional development

The LEA requires that all ML instructors attend workshops and professional development seminars throughout the school year. These workshops include but are not limited to SAMUELS, SDAIE, CCRS, LETRS, and any other ALSDE sponsored ML or Common Core workshops. Leave time to attend workshops of this nature are approved and funded. The LEA also requires ML workshops to be offered within the system during the school year.

- How World-class Instructional Design and Assessment English language proficiency (WIDA MLP) standards are integrated into the curriculum

Teachers use the Can – Do Descriptors and Model Performance Indicators to determine what students can do in their classroom. Teachers will use the ACCESS results provided on the Student ML Plan in conjunction with the recommended accommodations to create a lesson that facilitates learning the academic content. The lessons are designed to modify the language but not the content.

3) Describe the **grading and retention** policy and procedures. NOTE: MLs cannot fail or be retained if language is the barrier.

Grading of MLs should be based on students' level of English proficiency. The teacher ensures this through the continual use of accommodations and assessments according to the students' I-MLP. This complies with the federal law (Every Student Succeeds Act of 2016(ESSA). Appropriate instruction and differentiation must be adjusted according to language proficiency level to appropriately accommodate the student. Documentation of these components (lesson plans, work samples, and ongoing assessments) should be maintained by the classroom teacher.

Retention of MLs shall not be based solely upon level of English language proficiency (Section I, Part G, Guidelines to Satisfy Legal Requirements of Lau v. Nichols). Prior to considering retention of an ML, the following points should be addressed in consultation with the ML Committee.

- What is the student's level of English language proficiency?
- Has an Individual Multilingual Language Plan (I-MLP) been implemented to document classroom accommodations and student progress?
- To ensure meaningful participation, are classroom accommodations being made in the areas of:
 - Teacher lesson delivery at student's level of English proficiency?
 - Activities and assignments?
 - Homework?
 - Formal and informal assessments (e.g., quizzes and tests)?

- How much individual English language development instruction is the student receiving during the school day? Has an alternate grading strategy been implemented (e.g., a portfolio, checklist, teacher observation, or rubric assessment on content and language objectives)?
- Has the student's classroom teacher been adequately trained with ML instructional and assessment strategies specifically designed for students learning English?
- Do the report cards indicate that students were graded according to their I-MLPs?

Students in grades 9–12 must be given the opportunity to earn credits toward graduation. Students should be given grades on work done with modifications and accommodations. Teachers are often concerned about their responsibility for the state course of study and preparation for the ACT Test. They must keep in mind that MLs work under a dual burden: learning a new language and learning new content in a language they have not yet mastered.

Teachers must follow these guidelines:

- MLs must receive accommodations on content work when needed.
- Grading is based on accommodated work
- MLs must not be failed based on a lack of English language proficiency
- Grades placed in a student's cumulative folder must reflect the student's academic achievement on grade level academic content and student academic achievement standards.

If a student can demonstrate knowledge and skills in a subject, i. e. math, he / she should be assigned a regular achievement grade.

Other suggestions for grading.

- Assign a grade and follow it with explanatory comments.
- Describe progress over time in narrative form with examples of student work.

ML Grading Policy Based on ALSDE Guidelines- To ensure that ML students have a reasonable chance of succeeding in school, the following guidelines will apply:

1. For each ML student, a plan for ML instruction (ML Plan) similar to an IEP shall be developed. Students will be graded according to the ML Plan.
2. Students who are identified as limited in English proficiency (LEP) will be graded on improvement in both language and content. Teachers should refer to the ML plan for the appropriate grading accommodations.
3. Some students will not receive accommodations in every content area. Therefore, if the student can demonstrate knowledge and skills without accommodations, then they should be assigned a regular achievement grade.
4. The ML committee will decide which type of classroom and grading accommodations are appropriate for each ML student, according to his/her designated English proficiency level. Each teacher will receive a copy of the accommodations that are appropriate for each student. As a student gains English proficiency, the ML committee will make changes to the accommodations.
5. The ML committee will meet as needed to review the progress of ML students.
6. Written documentation justifying failing grades should be available and provided to administrators, the ML teacher or the student's parents or guardians upon request.

7. Lack of ability to read, write or speak in English or not be able to do coursework because of these inabilities is not the basis for an "F". Teachers must also document how lessons and exams are made linguistically accessible. It is against the law to fail a student because he / she is not proficient in English.
8. It is strongly recommended that teachers keep a portfolio of the ML student's work. The portfolio will enable the teacher to provide evidence that the student was given the appropriate opportunities to master the content required to pass a course, earn credits, and be sufficiently prepared for state assessments.

Grading Procedures for **Kindergarten** ML Students

- ML students will receive the same ESGI grades as used for regular education students. ML students will receive a yes or no. Teachers should refer to the student's ML Plan for the accommodations. Some students will not receive accommodations in every content area.
- Classroom teachers must document/verify that the appropriate designated accommodations have been implemented. Written documentation justifying failing grades should be available and provided to administrators, the ML teacher or the student's parents or guardians upon request.
- Lack of ability to read, write or speak in English or not be able to do coursework because of these inabilities is not the basis for an "F" or "No". Teachers must also document how lessons and exams are made linguistically accessible. **It is against the law to fail a student because he/she is not proficient in English.**

Grading Procedures for ML Students in **Grades 1 – 8**.

- ML students will receive a letter or numeric grade that is an average of grades earned in the content area classroom with accommodations made.
- Some students will not need accommodations in every content area. Therefore, if the student can demonstrate knowledge and skills without accommodations, then they should be assigned a regular achievement grade.
- Teachers should refer to the ML Plan as the ML committee will determine the appropriate accommodations. Classroom teachers will verify that the appropriate designated accommodations have been implemented.
- Written documentation justifying failing grades should be available and provided to administrators, the ML teacher or the student's parents or guardians upon request.
- Students who exit the ML program will not receive accommodations but will be monitored for two years. During this time, if they receive failing grades in any subject area, they can reenter the ML program. However, they can only reenter if it is determined that the failing grades are the result of a deficiency in English. The ML committee will determine if the student should reenter the program.
- It is strongly recommended that teachers keep a portfolio of the ML student's work. The portfolio will enable the teacher to provide evidence that the student was given the appropriate opportunities to master the content required to pass a course, earn credits, and be sufficiently prepared for state assessments.
- Lack of ability to read, write or speak in English or not be able to do coursework because of these inabilities is not the basis for an "F". Teachers must also document how lessons and exams are made linguistically accessible. It is against the law to fail a student because he/she is not proficient in English.

Grading Procedures for ML Students in **Grades 9 – 12**

- These students will receive a numeric grade obtained from mastery of the course objectives with accommodations made according to the ML plan.
- Some students will not need accommodations in every content area. Therefore, if the student can demonstrate knowledge and skills without accommodations, then they should be assigned a regular achievement grade.
- Teachers should refer to the ML Plan as the ML committee will determine the appropriate accommodations. Classroom teachers will document/verify that the appropriate designated accommodations have been implemented.
- Written documentation justifying failing grades should be available and provided to administrators, the ML teacher or the student's parents/guardians upon request.
- Students who exit the ML program will not receive accommodations but will be monitored for two years. During this time, if they receive failing grades in any subject area, they can re-enter the ML program. However, they can only re-enter if it is determined that the failing grades are the result of a deficiency in English. The ML committee will determine if the student should re-enter the program.
- Students in grades 9–12 must be given the opportunity to earn credits toward graduation. Students should be given grades on work done with modifications and accommodations. Teachers are often concerned about their responsibility for the state course of study and preparation for the ACT Test. They must keep in mind that MLs work under a dual burden: learning a new language and learning new content in a language they have not yet mastered. (Source: ALSDE Guidelines)
- It is strongly recommended that teachers keep a portfolio of the ML student's work. The portfolio will enable the teacher to provide evidence that the student was given the appropriate opportunities to master the content required to pass a course, earn credits and be sufficiently prepared for state assessments.
- Lack of ability to read, write or speak in English or not be able to do coursework because of these inabilities is not the basis for an "F". Teachers must also document how lessons and exams are made linguistically accessible. It is against the law to fail a student because he/she is not proficient in English.

4) Include details on the **specific staffing and other resources** to be provided to Multilingual learners under the LIEP in the district. ML staff should be qualified with academic preparation in English-as-a-second-language, e.g. as documented in the 1991 Office of Civil Rights (OCR) Memorandum.

- Qualified personnel (state certification and/or ML licensure)

English language instruction will be provided by at least one certified ML teacher. Additional teachers will be certified in education and will have received training or coursework in ML/bilingual education. All teachers and staff members who work in the Multilingual Learner Program will be fluent in English in ALL language domains.

- ML staff development

Professional development opportunities will be provided for all ML personnel. Additional professional development opportunities and training will be provided to address specific areas of need as required. This will be accomplished by providing the opportunity to view relevant videos, attending related workshops, conferences, webinars, podcasts, and/or through contracted consultants.

Professional development will be:

- Designed to improve the instruction and assessment of limited-English proficient students.
- Designed to enhance the ability of teachers to understand and use curricula, assessment measures, and instruction strategies for Multilingual learners.
- Based on scientifically based research demonstrating the effectiveness of the professional development in increasing students' English proficiency or substantially increasing the content knowledge, teaching knowledge, and teaching skills.
- Of sufficient intensity and duration to have a positive and lasting impact on the teachers' performance in the classroom.
- The LEA should ensure, through classroom observation, that teachers and paraprofessionals have mastered and implemented the skills necessary to teach and/or assist in the ML program.
- Content teacher and administrator staff development

Regular content area teachers will receive training in the instruction of second language learners through workshops, conferences, and/or through contracted consultants. Individual assistance will also be provided by the ML Resource Teachers.

5) Describe how the LEA will **collect and submit data** in accordance with SDE requirements.

- How schools are trained to use the state system/database to code MLs and enter reliable and accurate data

1. The ML teacher will review the latest ACCESS results as soon as they become available to the district.

2. The ML teacher will update the status of all ML students based on the ACCESS Test or WIDA Kindergarten Model Screener results and provide this information to the administrators and counselors so that they can update the information in INOW.

3. The ML teacher will review the changes after they are completed.

4. All data entry personnel are trained in the terminology and appropriate procedures for ML data entry.

6) Include the LEA's method for **evaluating the effectiveness of its program** for Multilingual learners

- LEA engagement in the continuous improvement cycle

Winston County Schools will utilize both formal and informal evaluations to determine progress in meeting our Multilingual Learner Program goals. The evaluation will be an ongoing process. The progress of each ML is assessed at the end of each grading period using the report card given by the regular program and other assessments given by the classroom and ML teachers. These reports are kept on file at the individual schools and will be used in the annual evaluation.

A formal evaluation of the ML program will be conducted at the end of each school year. This evaluation will consist of data collected for the ALSDE Data Compilation Report as well as information from the following:

- An evaluation of student scores on state assessments to determine strengths and weaknesses in the academic areas. This will include a compilation of ACCESS composite scores so that progress can be monitored if a Multilingual Learner is enrolled in the ML program.
- Grades for all MLs will be checked at the end of each grading period to determine if there are individual deficiencies that need to be addressed in the ML pullout program.

- The ML teacher will schedule at least one meeting per year for parents so that ML programs and policies can be explained.
- The program's overall efficiency will be evaluated by teachers and parents through surveys and checklists.
- The program will be periodically evaluated by the Alabama Department of Education to make sure that all guidelines are being properly followed. Additionally, all necessary data and/or demographic information will be submitted to the ALSDE as required. This information will be reported through venues such as STI, standardized test reporting and data compilation reporting.

Each school will be held accountable for the following:

- Annual increases in the number or percentage of students making progress in learning English.
- Annual increases in the number or percentage of students attaining English proficiency by the end of each school year.
- Adequate yearly progress, as defined by the state, for limited-English proficient students consistent with Title I, Section III (b) (7).

The percentage of limited-English proficient students who participate in the state's student assessment system (Title I, Section III (b)(2)(I)(ii) states that not less than 95 percent of each school's limited-English proficient students are required to take the state's assessments, unless the number of such students is insufficient to yield statistically reliable information. All this information will be compiled into a system report, which will be completed by the ML Program Area Specialist with input from the system wide ML Advisory Committee. Areas of deficiencies will be identified.

The ML Advisory Committee will then develop strategies to correct these deficiencies for the upcoming school year. Strategies used may include but are not limited to workshops, professional development activities for ML staff or regular staff, purchasing updated and/or new materials and teaching supplies, employing additional staff, and research on specific areas that need to be addressed. The implementation of goals, action steps, and strategies will be monitored through periodic school walk-through and Continuous Improvement Plan reviews.

- In relation to English proficiency and challenging state academic standards

The Winston County School district ensures that MLs, including immigrant children and youth, attain English proficiency, develop high levels of academic attainment in English, and meet the same challenging state academic content and student academic achievement standards as all children are expected to meet. ML students are integrated in the general education classrooms with highly qualified teachers, who are certified to teach state academic standards utilizing both common core and college and career ready standards.

7) Include LEA's **method of identification and referral of MLs for special services (including Gifted Ed)** Note that the Individual Multilingual Language Plan must describe how the school will communicate with the child and parent in their native language.

Special Education:

ML students can be referred for and placed into Special Education and Gifted Education programs by following the same procedures used for all students (Section 3116; Section 3213(2)(2)(G); OCR Memorandum, September 1991, Lau v. Nichols.

All MLs served by the system's ML program will receive special education services on the same basis as the English-speaking students. However, it is important to note that as a rule, MLs who are

following normal developmental patterns for learning a new language **SHOULD NOT BE REFERRED**. MLs, because of their cultural and linguistic backgrounds, have special instructional needs. These needs should not be confused with disabilities, nor should they serve as a basis for referral for a special education evaluation. MLs should be considered for the gifted program and other special programs offered by the school system if academic performance indicates a possible need to be challenged.

Prior to a referral to PST or for a special education evaluation, efforts must be made to meet the student's needs within the context of the regular education program. This includes English as a Second Language classes and documentation of assessments, accommodations, and interventions.

Specific indicators, which validate the need for special education evaluation are:

1. Poor communicative proficiency in the home as compared to siblings and age peers in bilingual environments, especially when this lack is noted by parents.
2. English language development that appears to be significantly different than that of peers who are also learning English as a Second Language.
3. Noted developmental delays or other at-risk conditions.

The ML Committee reviews student progress and performance for Multilingual learners on a regular basis. If concerns beyond language acquisition arise, the ML Committee can refer the student to the PST or can work in conjunction with the PST to outline the intervention that the student needs. If Tier 1 and Tier 2, RTI interventions are not successful, Multilingual learners will receive intensive Tier II or III interventions in language and content as recommended by the ML Committee or PST. If these interventions are not successful, it may be necessary to refer the student for special education services.

Based on the review of the submitted documentation, the Problem Solving Team (PST) and the ML teacher/specialist will recommend the referral of a student to special education for evaluation after all other avenues have been explored, and after a conclusion has been reached that the student's needs cannot be met by the regular education program.

Referral information may indicate that a structured development history is needed to assist in the evaluation of a student's problem. The information gained from this history would be helpful in determining a student's eligibility for special education services was not determined by the student's limited English proficiency or a lack of instruction in reading and math. The information recorded should remove all doubt that socio-cultural factors are the primary contributors to the student's learning or behavior problems. Essential factors needed to make this determination may be beyond the referral information required for non-LEP students.

Special Education referrals are made to the Special Education Coordinator and/or The Special Education Committee. They will determine if the referral is to be accepted and what evaluations are needed. Tests, which will be administered to MLs, will be presented in the native language of the student if and when they are needed and when such a test format is available. Testing with the use of an interpreter is also an option. Personnel who are trained in their administration will administer all the tests.

Additional pertinent information that should be addressed on the ML referral form may include but not be limited to:

1. Identification of a proficient use of native language (e.g., Home Language Survey/Identification, Oral Language Proficiency Assessment).
2. The extent to which the ML has received native language instruction and/or English language instruction prior to the referral.
3. Experiential and/or enrichment services for students for diverse cultural and experiential backgrounds.
4. The school's efforts to involve parents prior to referral.
5. The amount of time and extent of services in an academic program for students who have had little or no formal schooling.
6. Length of residency of the referred student in the United States and prior school experience in the native country and in an English language school system.
7. Attempts to remediate the student's performance prior to referral, including any supplementary aids or support services provided for this purpose.

Tests, which will be administered to the MLs, will be determined by the special education coordinator or special education committee. The test may be presented in the native language of the student when such a test format is available and appropriate. An interpreter will be provided, if needed. Personnel who are trained in their administration will administer all tests.

Upon completion of all evaluation material and information, the Special Education Committee will meet to determine if the student qualifies for special education services. The Special Education Coordinator is the primary administrator responsible for the provision of services to all special education students.

Alabama Department of Education pre-referral model for language minority students. Bold print questions are the steps listed in the Alabama Department of Education Policy and Procedures Manual for MLs. Bulleted items indicate The Winston County Schools ML Program efforts to ensure that the ALSDE steps are being implemented.

Step 1 - Is the student experiencing academic difficulty?

- Teacher observation report explaining the problems as well as when and how often the problem occurs. (ALSDE Inter and intra setting comparisons)

Step 2 - Are the curricula and instructional materials known to be effective for language minority students?

- A copy of the current ML plan
- A list of curriculums and instructional materials used in the regular and ML classrooms

Step 3- Has the problem been validated?

- Summary explaining whether the problem could be related to a limited proficiency in English.
- Assessment results that show a comparison between the student's standardized test scores and the mean and median scores of other MLs of the same language and grade level who have received similar instruction and ML accommodations.
- Parent interview report(s).
- Analysis of work samples and behavior

Step 4 - Is there evidence of systematic efforts to identify the source of difficulty and to take corrective action?

- A list of strategies that have been used in the classroom to address the student's language and academic problems. These strategies may include but not limited to the following:
- Scaffolding Techniques

- Whole Language Strategies
- Thematic Instruction
- Specially Designed Academic Instruction in English (SDAIE)
- Strategies to Promote Reading Fluency and Comprehension
- Strategies to Promote English Grammar and Vocabulary
- Strategies to Promote Writing in English
- Evidence that appropriate accommodations and / or modifications in instruction and assessments have been provided in compliance with the student's Multilingual Learner (ML) Plan. This evidence may include but not be limited to the following:
 - Lesson Plans
 - Examples of Alternative Assessment such as portfolios, rubrics, anecdotal records, checklists, and teacher observations.
 - Examples of Modified Assessments
 - Examples of Curriculum Modifications if required by the ML Plan
 - Results from assessments that have been used to determine the student's English proficiency in all language areas.
 - WIDA Screener
 - ACCESS for MLs
 - Other appropriate language assessments considered to be necessary by the ML teacher.

Step 5 - Do student difficulties persist?

- Evidence that the problem persists after classroom remediation and / or pre – referral strategies have been implemented. This evidence should be sufficient to determine what the student can and cannot do academically. This evidence may include but not limited to the following:
 - Work samples,
 - exam grades,
 - standardized test results,
 - report card grades,
 - other related documents

Step 6 - Have other programming alternatives been tried?

- List of programs, materials and services used to correct the learning difficulties.

Step 7 - Do difficulties continue in spite of alternatives?

- Summary of alternatives implemented and why they did not work.

SUMMARY

Pre-referral intervention should be a formal process, governed by a clearly recognizable set of procedures, accepted and followed by all personnel on a district or campus-wide basis, and located under the jurisdiction of regular education. There are major benefits to be gained from the successful implementation of such a process. Serving students in the mainstream is more cost effective than placement in special education, particularly if the student is underachieving, but not handicapped. More importantly, perhaps, are the long-term benefits for the students themselves who will have a greater chance of achieving their social, political, and economic potential because they are provided an appropriate education. Unless dropout rates among ML students are decreased and academic achievement of these students is improved, the loss of earning power, and the concomitant drain on society's resources, will continue to be astronomical. Development of pre-referral interventions, in which the major goal is to improve the effectiveness of regular education for language minority students, seems a very cost-effective investment in the future.

Special Education Referral Process for Multilingual Learners for Grades K – 12

Because it is **against the law** to place a child into special education because of a lack of proficiency in English, the following documentation must be provided. This documentation is necessary to provide strong evidence that the problem meriting the referral is not caused by a limited proficiency in English. A referral for a Multilingual Learner **will not be accepted** unless this information is provided. Documentation for at least one semester's instruction must be collected to validate the problem. **All documents must be submitted at least one week prior to the PST meeting or it will not be accepted.**

Problem Solving Team Referral

The following documentation must be provided to **PST** by the **classroom teachers** to provide strong evidence that an academic problem has been validated.

- Teacher observation report explaining the problems as well as when and how often the problem occurs.
- A list of strategies that have been used in the classroom to address the student's language and academic problems. These strategies may include but not limited to the following:
 - Scaffolding Techniques
 - Whole Language Strategies
 - Thematic Instruction
 - Specially Designed Academic Instruction in English (SDAIE)
 - Strategies to Promote Reading Fluency and Comprehension
 - Strategies to Promote English Grammar and Vocabulary
 - Strategies to Promote Writing in English
- Evidence that appropriate accommodations and / or modifications in instruction and assessments have been provided in compliance with the student's Multilingual Learner (ML) Plan. This evidence may include but not be limited to the following:
 - Lesson Plans
 - Examples of Alternative Assessment such as portfolios, rubrics, anecdotal records, checklists, and teacher observations.
 - Examples of Modified Assessments
 - Examples of Curriculum Modifications if required by the ML Plan
- Evidence that the problem persists after classroom remediation and / or pre-referral strategies have been implemented. This evidence should be sufficient to determine what the student can and cannot do academically. This evidence may include but not limited to the following:
 - Work samples,
 - exam grades,
 - standardized test results,
 - report card grades,
 - other related documents

The Following will be provided to PST by the ML Teacher

- Results from assessments that have been used to determine the student's English proficiency in all language areas.
 - WIDA K Model Screener
 - ACCESS for MLs

o Other appropriate language assessments considered to be necessary by the ML teacher.

- A copy of the current ML plan
- The student's ML status and progress in English language acquisition
- Evidence that the problem persists after appropriate English language instruction has been provided through the ML program.
- List of programs who are currently serving the student.
- Assessment results that show a comparison between the student's appropriate standardized test scores and the mean and median scores of other MLs of the same language and grade level who have received similar instruction and ML accommodations.
- Summary explaining whether the problem could be related to a limited proficiency in English.

After the PST review, the referral is forwarded to the Special Education Department for further consideration. If the referral is accepted, the student will be evaluated to determine if he / she is eligible for special education services.

Evaluation

If the referral is accepted, the following assessments may be used for evaluation: These assessments will be administered in the student's dominant language.

Preschool – 1st Grade

- Battelle Development Inventory
- The Learning Accomplishment Profile Diagnostic (LAP – D)
- Developmental Indicators for the Assessment of Learning (DIAL)
- The Developmental Assessment of Young Children (DAYC)

Grades (2 – 12)

- The Comprehensive Test of Non – Verbal Intelligence
- LEITER International Performance Scale – Revised (LIPS)
- Universal Non – Verbal Intelligence Test (UNIT)

Summary of the ML Referral Process

1. A consistent problem is observed.
2. Intensive instruction and varying teaching strategies are implemented in the regular and ML classrooms.
3. Other available services are utilized if the child meets the eligibility requirements.
4. If the problem persists, then the referral and all documentation will be sent to PST.
5. If it is determined that the problem is not related to a limited proficiency in English, then the special education evaluation process will begin.
6. If the assessment results provide sufficient evidence that there is a possible learning disability, then the placement process will begin.

Teachers should keep the following information in mind when referring a Multilingual Learner for special education.

1. Special Education is for students who need specialized instruction.
2. Special Education is an approach to be used; after all other interventions have been exhausted. Special education is not a method for correcting an ML problem.
3. Special education referral is a formal process that demands sufficient time and appropriate documentation.

4. There is not a fully validated assessment tool that can be used for students who speak other languages. Therefore, so much documentation must be provided to support the assessment results. It is also why more than one assessment must be used.
5. Research indicates that Multilingual Learners who are inappropriately placed in special education digress.
6. If students qualify for special education, all teachers, not only special educators must have the skills to implement programs that simultaneously address students' language- and disability-related needs.
7. When a general education system responds effectively to the unique learning needs of Multilingual learners, fewer will have to be referred to special education.
8. General education teachers are critical to the success of Multilingual learners.
9. An effective ML program is critical to the success of Multilingual learners.
10. Research shows that if students are more than a year below grade level for their age, even the best remedial or special education programs are unlikely to succeed. Therefore, early intervention is important.
11. It is against the law to place a child in special education because of a limited proficiency in English.

Primary source for information: Artiles, Alfredo J. and Ortiz, Alba: English Language Learners with Special Education Needs.

D. ASSESSMENT AND ACCOUNTABILITY

1) Describe how the LEA will encourage and hold schools accountable for annually measuring the English proficiency of MLs and for participating in the state-administered testing program.

- Including coordination with the LEA Test Coordinator/Director

The ML staff members who have completed the appropriate assessment training and certification will administer the (WIDA ACCESS Placement Test) to all potential MLs and administer the ACCESS for MLs to all LEP students each spring.

The WIDA K is the primary instrument utilized to determine the initial level of English language proficiency for program placement. The ACCESS for MLs is an annual assessment that indicates the progress students have made from year to year and annual proficiency level. Both the W-APT and the ACCESS for MLs measure speaking, listening, reading, and writing across the WIDA English Language Proficiency Standards for Multilingual Learners in Kindergarten through Grade 12 (2012).

Every educator who will administer the WIDA Screener Online, WIDA MODEL, ACCESS for MLs, or Alternate ACCESS for MLs must meet the following criteria:

1. Must complete all applicable online training modules and quizzes annually at: wida.wisc.edu.
2. Must achieve a passing score of 80% or above on all quizzes.
3. Must attend Test Security/Test Administration training provided by the System Test Coordinator annually.

System Test Coordinators are responsible for providing annual Test Security training which includes the following:

- Test Security Policy
- Security and Confidentiality Statement for Administering and Reporting Student Data on the Website
- Alabama Ethics in Test Administration

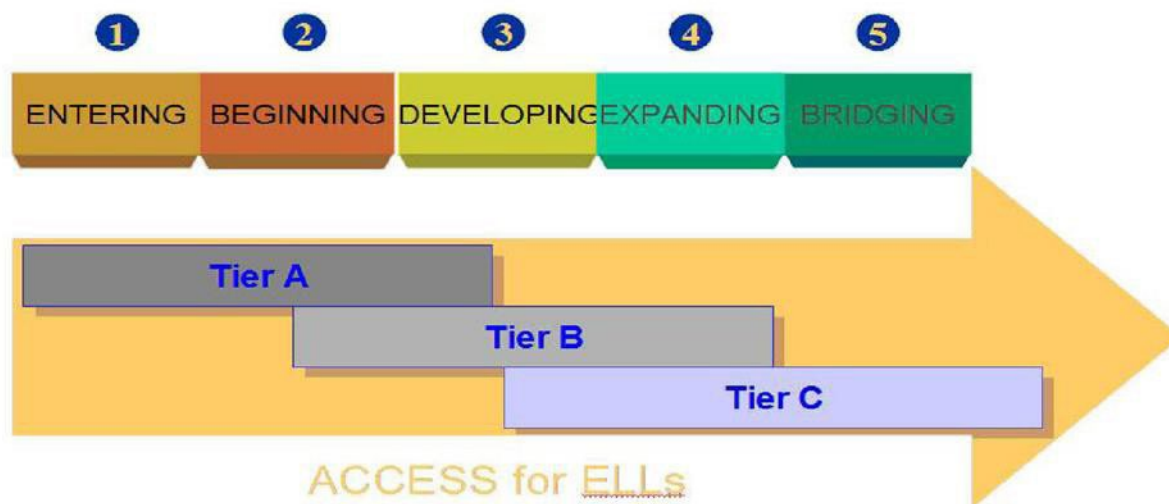
- Alabama State Department of Education Digital Device Policy for ACAP Testing
- Suggested Guidelines for Search and Seizure of Digital Devices Seized During the Administration of a Secure Test
- All applicable Oaths

Additionally, System Test Coordinators and/or ML Coordinators must also provide training on the WIDA Screener Online. This training includes Test Security training, as required for all persons involved in test administration, and training on the WIDA Screener Online Handbook. The WIDA Screener Online Handbook includes specific test security training and a separate Test Security Checklist that must be completed and signed.

All required documents must be signed and kept on file by the System Test Coordinator. If monitored, it is expected that the LEA Report of Training with signatures of attendees during face-face or virtual trainings will be available for review. System Test Coordinators must be able to provide proof of the WIDA online training results to indicate that educators have passed the applicable quizzes. This may be in the form of a copy of the certification(s), an excel file, or access to the WIDA. wisc portal, to verify scores.

- Including communication of assessment and accountability requirements to schools

The WIDA MODEL is administered on an individual basis after a student has been initially identified as a potential ML upon enrollment. The score from the WIDA MODEL facilitates the ML Committee’s discussion and decision of whether a student receives ML services because it indicates the student’s language level. The result also facilitates the placement of a student into a Tier for the administration of the ACCESS for MLs. The chart below demonstrates five of the six language levels and demonstrates how each level corresponds with a tier (Understanding the ACCESS for MLs Test, 2). Level 6 is Reaching.



The ACCESS for MLs is administered each spring in accordance with the testing calendar set forth by the Alabama State Department of Education. All Kindergarten students are assessed individually. Students in grades 1-12 take the speaking portion of the test individually and listening, reading, and writing portions in small groups with students of the same grade level cluster and tier.

Students scoring less than a 4.8 composite score will participate in the ML program based on their level of proficiency and grade level in accordance with the decision of the ML Committee.

WIDA MODEL, ACCESS for MLs, State Assessments, and any other available norm referenced test scores, in addition to prior academic record information will be noted on the ML Student Referral and Placement Form by the ML instructor. This form will be provided to the ML Committee within eight (8) days of identification for a placement decision. The Committee will review all available information to make a recommendation for the most appropriate placement decision. All assessments, recommendations, and placements should be completed immediately after identification.

2) Describe how the LEA will **hold schools accountable** for meeting proficiency and long term goals.

- Monitoring and evaluating school engagement with continuous improvement plan

Winston County Schools includes ML data as part of the continuous improvement plan. The continuous improvement plan team meets and analyzes data to set long-term goals to promote ML growth district wide.

E. PARENT, FAMILY, AND COMMUNITY ENGAGEMENT

1) Describe how the LEA will inform ML **parents using information and notification** in the following format:

According to current federal requirements, LEAs must, not later than 30 days after the beginning of the school year, provide notification to parents related to....

1. The reasons for the identification.

MLs must be identified at the time of enrollment. Potential ML students must be administered a Home Language Survey (HLS) within 30 days of enrollment from the day school began. Potential ML students who enroll after the first day of school, must be administered the HLS within 10 days of enrollment. The HLS is a requirement for every potential ML entering schools in Alabama. It is helpful to conduct an interview with the student(s) and parent(s) during the enrollment process. The assistance of a Translator may be required. Valuable information can be obtained during the interview.

2. The child's level of English proficiency.

a. How such level was assessed.

Test Administrators must be qualified and administer the state-approved screening instruments, which include the following: WIDA Screener Online

b. The status of the child's academic achievement.

The ML Committee will convene and discuss the following:

1. Make recommendations concerning the placement of each student in the ML program or recommend regular classroom placement without accommodations if the composite score from the ACCESS for MLs is 4.8 or higher or the WIDA Model score is 4.0.

2. Suggest the best class schedule for the ML.

3. Outline accommodations / modifications for use in regular content area classes.

4. Determine the best grading procedure for the ML.

5. Determine, according to ALSDE guidelines, the accommodations necessary for the ML to participate in the statewide assessment program. ALL students will participate in the State Assessment Program according to state and federal guidelines.

6. Provide written notice to the parents of the ML Committee's recommendation for the child to participate in the ML Program.

7. Recommend and monitor the participation of eligible MLs in any other applicable program, i.e., Title I, at-risk, homeless, migrant, etc.
8. Determine that MLs are eligible to participate in all academic and special programs on the same basis as the native English-speaking students.
9. Review the Multilingual Learners' progress in language acquisition and academic achievement on at least a semester basis.
10. Reclassify and recommend exiting the ML program when MLs become proficient in English and have met the exit criteria.
11. Monitor the academic progress of students who exit the ML program for a minimum of two (2) years and reclassify students who are not academically successful. At this time the student may be readmitted into the ML program or into other appropriate program(s).
12. Make recommendations to school decision makers on professional development for staff and parents regarding ML success.
13. Work with parents to ensure maximum benefit from the school program.

3. The method of instruction used in the program.

The method of instruction is discussed with parent during the initial meeting. Parents along with the ML Committee discuss the I-MLP and make any modifications that they might see fit. Parents are also invited to an annual parent night where they receive students' scores and can understand, analyze, and ask questions regarding their child's scores. The meeting highlights the methods of instruction and strategies used in the ML Program.

4. How the program will meet the educational strengths and needs of the child.

The ML program will collaborate with parents, and school stakeholders to support ML students in the general education classroom. The Winston County School System will comply with the Alabama Department of Education requirements to:

- Evaluate annually its educational programs to identify and eliminate barriers that may exist in preventing parents of limited-English proficient students from participating in school activities.
- Provide an interpreter to assist in the registration of a limited-English or non-English speaking student.
- Provide an interpreter for parent/teacher conferences.
- Ensure, to the extent possible, that information related to school and parent programs, meetings, and other activities is provided in the child's home language.
- Provide meaningful opportunities for the participation of parents with limited-English proficiency in the education of their children, including providing information and school profiles in a language and form parents can understand.
- Include parents of MLs to the extent practicable and possible, in the development of system wide or individual school Parent Involvement Plans and Title I School wide Plans, if possible.

5. How the program will specifically help their child learn English and meet age-appropriate academic achievement standards for grade promotion and graduation.

Winston County Schools strive to create a learning environment that provides cognitive and affective support necessary to help them become contributing members of our society. The K-12 ML Program will provide each non or limited English speaking child the opportunity to be successful in the academic areas and to develop listening, speaking, reading and writing

proficiency so that they can be successfully mainstreamed into all classes. The general education classroom's rigor along with the ML program's WIDA standards both promote age-appropriate academic achievement to ensure appropriate instruction for K-12 grade levels. The program will provide identified students the opportunity to reach their full potential and graduate students on time.

6. The specific exit requirements for such program, expected rate of transition from such program into the regular education classroom, and the expected rate of graduation from secondary school.

Parents receive a meeting notice for initial I-EP placement. During the meeting they receive a program placement document generated by TransACT that highlights the programs expected rate of transition out of English Languages Services which is 5-7 years. The document also discusses high school graduation rate for students receiving services.

7. In the case of a child with a disability, how the program meets the objectives of the individualized education program of the child.

Winston County Schools takes into consideration that the lack of English proficiency is not the basis for a referral for Special Education Services. The Alabama Administrative Code (290-8-9.04)(1)(e) states that in order for an ML student to be deemed eligible, the Eligibility Committee (I-MLP Committee/IEP Team) must determine that the disability is not the result of learning English as a second language and that the disability exists in the child's native language and is not the result of learning English as a second language. A child may not be determined to be eligible for special education services if the determinant factor is the child's lack of instruction in reading, math, or lack of English proficiency. The IEP Team should consider the language needs of the student as those needs relate to the student's IEP. Parent participation is required at all IEP/I-MLP meetings and to ensure full participation of the parent/guardian(s), accommodations must be provided. This may also be necessary for parents of students who are National Origin of Minority Whose Primary Home Language is Other Than English (NOMPHLOTE). These accommodations must include an interpreter for oral communication and written communication in the parent/guardian(s) native language. The TransACT document given during the initial meeting explains that if a child has a disability and an IEP, improvement in the child's ability to speak, read, and write will help them meet the goals of the IEP.

8. Information pertaining to parental rights that includes written guidance detailing:
 - a. The right of the parents to have their child immediately removed from supplemental Title III programs upon request. (IF APPLICABLE)

Some parents of students identified as MLs may choose to waive Supplemental Title III Language Assistance services for their child. However, this does not negate the responsibility of the LEA to provide language support under the Office for Civil Rights law. The LEA must find alternate means of providing the student with support for language development and proficiency outside of the structured ML classes that may include pull out or push in services. Parents who choose to waive services must do so in writing on an annual basis, and the LEA must maintain the written documentation. Students who will not receive formal language services must still participate on the ACCESS for NLs or Alternate ACCESS for MLs in order to determine the student's level of English acquisition and to

provide educators with valuable information attained from test scores so that appropriate supports may be provided. MLs whose parents have chosen to waive services, will still be eligible for the appropriate ML accommodations on state assessments. Although parents may choose to waive supplemental Title III Language Assistance services for formal language assistance, the student will be identified and coded as an ML in the SIS and will continue to be coded as ML until the student attains a 4.8 composite score on ACCESS for MLs or an alternate score on Alternate ACCESS for MLs.

b. The options that parents have to decline to enroll their child in such supplemental Title III programs or to choose another program or method of instruction if available. (IF APPLICABLE)

Not Applicable

c. The various programs and methods of instruction if more than one program or method is offered by the eligible entity.

Winston County Schools' English language instruction educational program will use scientificallyresearch based instructional strategies that demonstrate effectiveness in increasing English proficiency and student academic achievement in core academic subjects. Teachers will include activities that focus on listening, speaking, reading, and writing to facilitate second language acquisition. Methods of instruction include but are not limited to:

- Content-based instruction
- Reading instruction methods supported by the Alabama Reading Initiative
- ML Pull-Out

